

QUALITY PROFESSIONAL DEVELOPMENT STANDARDS PROJECT 1995-2002 FINAL SUMMARY REPORT

The Quality Professional Development Standards Project operated in the state from 1995-2002. The grant activities were funded by Goals 2000 and conducted collaboratively by Valley City Public Schools (VCPS), the Greater Barnes County Consortium of schools (GBCC), the Education Standards and Practices Board (ESPB) and the North Dakota Teacher Center Network (NDTCN). The purpose of the grant was to identify best practices in professional development in North Dakota and at the national level, design a user-friendly model for professional development planning and delivery aligned with the education improvement process, and deliver training to educators across the state.

PRODUCTS: The products created through the grant activities include the Professional Development Guidelines: Effective Practices (a short document schools or individuals can use as a checklist of best practices), support materials for schools (placed at the ND Teacher Centers), the Third Year Evaluation Study (documentation of data on professional development practices in the state and a detailed self-study instrument for local professional development practices), a rubric for assessing progress on key points in the Professional Development Guidelines, and several credit-course syllabi (addressing systemic professional development planning, use of assessment data and mentoring) used for workshops across the state.

TRAINING: During the course of the grant, over 600 educators benefited directly from training provided by the Quality Professional Development Project. Three hundred thirty-two (332) individuals from over 80 schools attended in-depth, for-credit training

sessions on the Professional Development Guidelines and over 150 attended shorter 1-3 hour training sessions at DPI Educational Improvement, NCA and School to Work conferences. Forty-eight (48) individuals attended Pathwise mentor training sessions based on the work of Charlotte Danileson, including the initial training and more specific training on coaching skills. Sixty-three (63) individuals from 18 schools attended the Working Conference on Standards-based Curriculum, Instruction, and Assessment designed to assist schools with action plans to incorporate the North Dakota P-12 standards. Deb Jensen, Assistant Director of the ESPB conducted the awareness sessions and facilitated the credit class development and delivery. Two of the Pathwise sessions were conducted with national trainers and two with state trainers Sally Jenkins and Linda Edwards. Instructors for the credit courses included Dr. Mary Harris, Dr. Lowell Latimer, Sally Jenkins, Deb Jensen, Kristy Hager, Vickie Stormoe, Dr. Richard Olthoff, Dr. Jerry Bass, Dr. Kent Hjelmstad, Dr. Angie Koppang, Dr. Martin Johnson, Jean Newborg, Daphne Ghorbani and Dr. Caroline Brauner.

FINANCIAL IMPACT: The following chart gives the expenditures from the Department of Public Instruction's grant reports for each of the years the grant operated. The ESPB contributed \$1,500 each year of inkind support; Deb Jensen's hours assisting with the coordination of the grant activities.

Grant #	Fiscal Year	Grant Expenditures	ESPB Inkind
I003 96	1996-97	\$19,602.21	\$1,500.00
I003 98	1997-98	12,381.53	1,500.00
I003 99	1998-99	28,946.95	1,500.00
I003 00	1999-00	26,338.93	1,500.00
I003 01	2000-01	30,000.00	1,500.00
I003 01 (reallocation)	2001-02	44,435.00	1,500.00
I003 97	Totals	\$132,757.67	\$9,000.00

COLLABORATION: In addition to the collaboration among the grant sponsors (VCPS, GBCC, ESPB, and NDTCN) the grant received assistance from and provided services to the Department of Public Instruction, ND Education Association, ND North Central Association, ND School to Work Project, ND Mathematics and Science Alliance, ND English Language Arts Project, and many individuals from P-12 and higher education.

NATIONAL EXPOSURE: The Professional Development Guidelines: Effective Practices were featured in concurrent sessions at the American Association of Higher Education (AAHE), the American Association of Colleges of Teacher Education (AACTE), the National Staff Development Council (NSCD), and the National Association of State Directors of Teacher Education and Certification (NASDTEC) national conferences. Articles about the Guidelines appeared in the Mid-continent Regional Educational Laboratory (McRel) and National Staff Development Council (NSCD) newsletters. Copies of the Guidelines were requested by several other states who are also seeking to improve the effectiveness of professional development for their teachers.

The Education Standards and Practices Board extends its sincere appreciation to the grant partners and the many educators across the state who supported this project with their time and professional expertise.